

University, and other higher academic institutions will provide instruction. KLTS collaborates with university/college personnel representatives to contract instructors interested in tutoring. Certified/retired teachers are hired via newspaper advertisements.

2. Professional Staff: What are their qualifications? Our tutors are required to attend orientations to learn the methods of instruction. They provide the following documents: current TB Test, police clearance, fingerprints, valid state id or driver's license, social security card, college transcript(s), and/or teaching certificate(s). They must also provide proper documentation verifying eligibility to work in the U.S. if they are foreign teachers or instructors.

2. Professional Staff: What type of professional development and support will they receive? Professional development will be aligned with district's goals to incorporate mathematics Emerging Scholars Program and Failure Free Reading Program to foster the academic growth of all participating students. Professional development will incorporate research-based best practices into the curriculum everyday promoting growth in language acquisition, reading comprehension, fluency, spelling and written comprehension.

Kids Learning Tutorial Services, LLC staff members and tutors must attend trainings that occur in local teacher workshops, Intermediate School District (ISD)/Wayne RESA workshops, Michigan Reading Association workshops, Metropolitan Detroit Reading Council, Detroit Area Council of Teachers of Mathematics, and (optional) Education Industry Association (EIA) national conferences. The director or a trained KLTS representative will conduct orientations. Other staff development training activities will occur via the Internet, teleconferences, or interactive software.

3. Program Effectiveness: What evidence do you have of the program's effectiveness in increasing student achievement? Effective Research Overview - Kids Learning Tutorial Services, LLC uses proven and innovative strategies based on research-based practices designed to produce significant changes in: student performances, independence, self-confidence, attitude toward learning and parental involvement.

Emerging Scholars Program (ESP)

The ESP is based on the "Workshop" model developed by Uri Treisman formerly at the University of California at Berkeley. This model has been duplicated in many universities in the United States. In the fall 1992, Wayne State University (WSU) became one of the first universities in the country to bring ESP to the Pre calculus level. Unfortunately, over 80% of the minority students who enter WSU as freshmen and take Mathematics fail to place into Pre calculus. The need to take a remedial intermediate algebra course or even beginning algebra and arithmetic was apparent. In the fall 1994, WSU unveiled a new lower-level version of ESP at the intermediate algebra level, the Pre-Emerging Scholars Program (PREP). From 1995-97, ESP and PREP were solidified and expanded through a "Select Student Support Services" grant from the King-Chavez-Parks Initiative of the Michigan Department of Education, and funding from the National

Science Foundation through its "Alliance for Minority Participation" program. In 1998, WSU institutionalized both programs with permanent funding.

Currently, ESP and PREP serve a total of about 200 students per semester, with ESP classes available in Pre calculus (MAT 1800), Calculus I (MAT 2010), and Calculus II (MAT 2020), and PREP classes available in Intermediate Algebra, (MAT 1050). While any student may register for a PREP section of Intermediate Algebra, students are selected for ESP through an application process. The main criterion for selecting students is that they have the desire to excel in mathematics and have the willingness to work hard to achieve that level of excellence. Any student who satisfies course prerequisites and who is willing to dedicate himself or herself to the high expectations of the program would be welcome, regardless of past performance in mathematics courses. As a result, ESP features a very diverse student population. ESP students range from "traditional" honor students to students who, on paper, would seem to be very weak. While special efforts are made to recruit minority students to the program, ESP is open to and welcomes students of all ethnic backgrounds. Minority students make up about 50% of the student population.

The results achieved by ESP and PREP have been remarkable. Overall passing rates (the percentage of students who pass the class with at least a C) in ESP and PREP classes are typically around 85-90%, as compared to the "normal" passing rates of "regular" classes, of around 45-50%. The "A-B" rates in ESP and PREP classes average around 75-80% as compared to the "A-B" rates in regular classes of about 30-35%. Departmental uniform final exam results typically show ESP and PREP students, on average, scoring one to two grade levels higher than those in Non-ESP/PREP classes. When restricted to minority students, these comparisons are even more dramatic. The comparative results of ESP versus Non-ESP/honor students for the Fall 1991-02 semesters and average math ACT Scores for Fall 1997-01 are not listed due to space limitation. However, below are the current course grades and final exam scores for Winter 2004 semester of ESP versus Non-ESP/honor students.

Winter 2004

Math Course	Total Number of Students	Percentage of Minority Students	Total Number of AB's	Percentage of AB's	Total Number of ABC's	Percentage of ABC's	Group Final Exam Median
ESP 1800	57(25)	44%	17(8)	30%(32%)	35(14)	61%(56%)	75%(73%)
Non							
ESP 1800	243(55)	23%	81(8)	33%(15%)	119(13)	49%(24%)	57%(45%)
ESP 2010	57(23)	40%	41(12)	72%(52%)	48(17)	84%(74%)	85%(76%)
Non							
ESP 2010	177(26)	15%	70(7)	40%(27%)	117(12)	66%(46%)	66%(62%)

ESP 2020	35(14)	40%	28(8)	80%(57%)	33(12)	94%(86%)	Not Given
Non							
ESP 2020	182(25)	14%	95(10)	52%(40%)	127(13)	70%(52%)	Not Given

The parenthesis () indicates results for minority students. The math course numbers are as follows: 1800 Pre calculus, 2010 Calculus I, and 2020 Calculus II. This information is available in the Department of Mathematics, director's office 1087 F/AB of Wayne State University. The director can be reached at (313) 577-8839 (See Enclosures #15).

Failure Free Reading Program (FFRP)

The model has been successfully replicated in multiple sites across the nation in schools possessing similar characteristics to the Detroit Public Schools. In North Carolina it is used by over 300 schools, in Georgia well over 400 schools, in South Carolina over 100 schools and hundreds of schools in Texas, Ohio, and Florida. Other states where Failure Free Reading can be found include: Alabama, Tennessee, New Jersey, Mississippi, Louisiana, Pennsylvania, West Virginia, Michigan, Virginia and Kansas.

Based on over twenty years of sustained and on-going research, Failure Free Reading supports the research of Gates (1930) and Hargis (1991) concerning the instructional importance of repetition, Stanovich's (1990) work on functional parallelism, and McCormick's (1996) research stressing the need for multiple exposures within multiple contexts for at risk students. Failure Free Reading is an innovative approach specifically designed to accelerate the learning curve of America's lowest performing students. Data supporting the efficacy of Failure Free Reading has been collected by independent evaluators at sites throughout the nation and has been published in a variety of peer-reviewed research journals such as the Journal of Learning Disabilities, The Australian Journal of Learning Disabilities, Special Services in Schools, Proven Practices, The Florida Research Quarterly, and Journal of at-risk issues. These articles support a growing body of evidence demonstrating Failure Free Reading's impact on the ability of students testing in the lowest percentiles.

In repeated studies, Failure Free Reading has demonstrated that its impact: (1) does not wear off after treatment, (2) transfers to standardized measuring instruments, (3) is replicable, and (4) significantly reduces the discrepancy found in hard-core at-risk and special education populations. For example, students enrolled in Failure Free Reading Programs have consistently averaged between 1.5 and 2.0 months growth in reading comprehension for every month in the program (as opposed to control groups showing less than .4 months growth). It is because of this body of research that Failure Free Reading has been given the designation as a Promising Practice in Reading by the Education Commission of the States, and referred to as "unique among other reading programs."

While initially designed for reading and language arts, empirical and qualitative data have shown considerably broader instructional implications for the Failure Free

Reading methodology. Language development is also critical in the content areas. Students must become fluent in the terminology unique to each area, such as: math, science, and social studies. Because of this, Failure Free Reading developed a language acceleration model that enables teachers to expand and accelerate the acquisition of critical content terminology. Students quickly learn the terms essential to reading and understanding their math, science and social studies texts. For example, in North Carolina, schools such as Seabrook Elementary in Cumberland County and Cowee Elementary in Macon County have seen substantial growth in math scores as well as reading after implementing Failure Free Reading. Recent independent research from Ohio has also demonstrated the efficacy of Failure Free Reading's Verbal Master language and writing component. The Springfield Local School District saw an 84% reduction in students testing below the 35th percentile on Ohio's fourth grade writing assessment, and the number of students who tested above the 75th percentile increased by 173%. This information is on the Failure Free Reading website address (www.failurefree.com)

4. Program Evaluation: How will the program be monitored for effectiveness? The director and trained program administrators will conduct observations to evaluate tutors job performance. This evaluation will ensure that all tutors are following the ESP and FFRP format of instruction detailed in the tutor orientation sessions to ensure the programs (tutorials) are being administered effectively. A follow-up meeting with each tutor will be held to discuss the evaluations. Evaluations will be conducted regularly.

4. Program Evaluation: Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used. Supervising KLTS certified teachers, Detroit Board of Education, Public School Academy and Michigan Department of Education personnel will use the following pre and post assessment tools to measure the progress of students receiving KLTS services: The Standardized Test for Assessment of Reading (STAR); Failure Free Reading Criterion Reference Test - letter recognition, letter/sound correspondence, oral reading, silent reading, word recognition, comprehension and writing; Michigan Educational Assessment Test; the Detroit Public School's Essential Skills Assessment Test; and Terra Nova Test.

4. Program Evaluation: Describe how the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary). KLTS staff, parents, Detroit Public Schools, and Michigan Department of Education designated staff will continue to communicate regularly with respect to student progress. KLTS will respond promptly to requests of school staff with results of pre-test, post-test, and progress information. Conversely, school staff should also commit to sharing as much information as possible with KLTS concerning, school and/or district curriculum changes, attitudinal changes in participating students, students' classroom performances, etc. It is imperative that information flows both ways. Our parent and teacher communication packets make it easy for KLTS to send information to parents and teachers. Kids Learning Tutorial Services, LLC anticipates that parents and teachers acknowledge receipt of the same by signing and returning letters.